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## THE CHURCHES' RESPONSIBILITY TO CHILDREN

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**T**HE GREAT ISSUES with which the human race is grappling are essentially spiritual issues. Is a man to be regarded as a child of God, or as a product, possibly accidental, of a process that may be described perhaps in terms of mathematics, but never in terms of divinity?

Is the aim of human society the development of personality, or the absorption of life and thought in an all-embracing state? Is man's personal conduct to be judged by the measure of his integrity, or of his success?

How are the concepts and requirements of human freedom, social necessity, political and social security, and social justice to be evaluated, and to be related one to the other?

How can religion's concepts of charity and of responsibility for one's neighbor be applied to industrial relations, to in-

terracial problems, to government, and to international tensions and intercourse?

These are questions that relate to the policies and programs of the United Nations, to the legislation of Congress and of the States, to the activities of our town and our parish, to the face-to-face contacts of men, women, and children, in homes, workshops, schools, churches, and places of amusement.

The issues of war and peace, prosperity and depression, freedom and authority, can be solved only in the measure that moral stature and spiritual strength are developed in people. To quote the fundamental principle of UNESCO, "Since wars begin in the minds of men, it is in the minds of men

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that the defenses of peace must be constructed."

### Aims of our democracy in relation to children

What opportunities do we seek for our children, and what characteristics and qualities of body, mind, and spirit do we wish to see developed in them? These are questions on which the churches have a great contribution to make. The answers must be related to certain basic concepts and facts about childhood. Some of these have been stated as follows:

1. The child's personality is molded in earliest infancy and childhood.

2. The child's growth in ability to relate himself to the outside world and to other human beings is inseparable from his physical and mental growth and development.

3. The outgoing, enfolding, unselfish love of emotionally mature parents is the soil in which the personal security of the child grows.

The child's security in his family relationships is the foundation for his growth toward maturity in all human relationships.

4. Each child has his own rhythm and his own rate of growth, which must be considered in relation to all the aspects

of his training and education in the home, the school, the church, and the community.

Regard for human personality demands regard for each child in each stage of his growth.

5. Next to the child's need for security is his need for an example, a pattern by which he will build as he grows in experience and independence of thought and action.

We must not only give children emotional security; we must enable them to identify themselves with parents, teachers, and religious and civic leaders who are united in a great effort to establish a social order throughout the world based on the dignity of the free man and his responsibility for the common good.

6. In other words, each child must learn to relate his ego drives and needs, not only to his own family and associates and to his own culture, but to other cultures and the world at large.

Preparation for intercultural and international understanding and cooperation is as essential as is preparation for family and vocational life.

To what extent are we basing our policies and practices in week-day and church schools, health, social-service, and recreational agencies, on what is known about children and their needs and on the goals in child rearing and education that we should strive to attain?

What means do we have for testing the extent to which our attitudes and practices in home and church life and community services are in conformity with sound principles of child rearing and education? If great gaps and weaknesses in our programs and policies are revealed, how can we convince ourselves and others of the need for change, and how can we develop out of research and experience more adequate programs which will receive widespread support?

#### What the churches can do

What churches can do for children and young people may be considered under these headings:

1. Developing in church people an underlying philosophy, point of view, and conviction about children and their needs.

2. Giving direct services to children

and their parents, through the life and work of the church.

3. Participating in community planning and community services.

4. Offering special child-care and child-welfare programs under church auspices.

5. Taking social action in relation to national and international policies and programs.

#### Underlying philosophy and conviction about children

In the Book of Revelation the Evangelist was directed to write to the angel of the church in Laodicea: "I know thy works, that thou art neither cold nor hot: I would thou wert cold or hot."

Probably most of us, for most of our lives, are in this state of lukewarmness about the things that matter most in their effect on the future of civilization.

We in this Nation will go to any lengths to save an individual child caught in a well, or suffering from leukemia, or in need of skin-grafting to prevent death from burns. It is not so easy to arouse us to deal with problems that seem less personal. Somehow we fail to harness sufficiently our love and concern for children to organized effort

to provide for all children the things that are essential to their welfare and development.

Just now—the season for summer camps—the cooperation of citizens is being enlisted in most of our great cities to make it possible for underprivileged children to go to camp. (Would that all city children could have such opportunities!) When church people read these pleas for summer camps, to what extent do they ask themselves what could be done to see that children living in wretched slums, without enough to eat and without a chance for wholesome recreation, could have clean beds, full stomachs, and safe play, throughout the year as well as for 2 glorious vacation weeks?

Again, there is the great need of services to improve the health of mothers and children. These services are almost everywhere inadequate, but particularly so in rural districts removed from metropolitan centers—and two-thirds of the counties in this country are in that class. The American Academy of Pediatrics, after a Nation-wide, State-by-State, and county-by-county study of child-health services with the cooperation of the Children's Bureau and the Public Health Service, says: "How to make

Security in the family group helps a child to become mature in his other human relationships.





good medical care available to all infants and children, no matter where they live or what their circumstances, is the number one health problem of this country."

Another great problem that affects children lies in the extreme shortages that exist in the services of social workers able to deal helpfully with children's problems. Only 1 out of every 5 counties in the United States has the full-time services of a child-welfare worker. No Federal funds are available for the care of children in foster-family homes, except for a few temporary projects. State and local funds now available are too small to assure good care to all children in need of foster-family care and to recruit an adequate number of foster-family homes. For these reasons children are left in unsuitable homes, or are cared for during long periods in institutions. Many children are kept in jails or in other unsatisfactory detention quarters, for lack of suitable detention facilities.

There is great need for enlarged and enriched programs of recreation and leisure-time activities under the leadership of qualified workers.

Employment counseling and placement services for youth should be multiplied and strengthened.

There is need for tightening up and strengthening Federal and State child-labor laws.

Expanded funds for research in child life and for training professional workers in all fields of service to children are urgently needed.

Progress can be made in dealing with these and many other problems, including expansion and enrichment of educational opportunities, only if citizens are fully aware of them and are committed to the necessity of doing everything possible to see that every child born under the American flag, regardless of race, creed, color, geographic location, or economic circumstance, has his fair chance in the world. The churches have unequalled opportunity to create such awareness and stimulate such commitment in their membership.

#### Direct services to children

Great progress has been made in church schools, as in day schools, in developing the educational program

around the growing child and his needs, instead of emphasizing a purely informational or instructional program. Church schools are frequently handicapped in their resources for obtaining leaders and teachers equipped with sufficient understanding of child growth and development as well as in the special subject matter of religious education. Much is being done through city-wide institutes and special services of other kinds, as well as through the development of written material and other devices for leadership training. Much more can doubtless be done in utilizing community resources under the auspices of schools, universities, child-study centers, and child-guidance clinics to enrich the religious-education programs of churches.

The growing demands upon churches for individual service through family and personal counseling by the pastor or his assistants open up an important avenue for strengthening the home in its functions of child nurture, and for linking up the home and the church school in an effort to meet more fully the needs of individual children and young people. Such counseling service is an important means for encouraging the intelligent and constructive utilization of community resources for educational, health, and social services.

In exploring what might be done on the subject of the religious needs of children in preparation for the Midcentury White House Conference on Children and Youth, it has been suggested that if the churches themselves could examine and analyze their own programs in relation to children they could contribute greatly to the purpose of the conference enterprise. How are they contributing to the needs of children for security in a rapidly changing world, the security that comes not only from a warm family life but from faith in a loving God? How are they helping children to develop a pattern of concern for and sharing with others, in church, community, intercultural, and international relations?

Many interesting and valuable demonstrations are being made by churches in these aspects of Christian education. A church in the District of Columbia has a fireside group of young people that has just won one of three national awards in "Adventures in Christian Fel-

lowship," sponsored by the National Conference of Christians and Jews and the Board of Christian Education of the Presbyterian Church in the United States of America. Awards were presented to church groups for outstanding programs, during a 2-month period, contributing to better understanding of those of different racial, religious, and cultural backgrounds.

It is important that churches try to reach children among the most disadvantaged groups within the community—the children of migrant agricultural workers and other children lacking in opportunities for normal home and community life; the children coming before the juvenile court; those in detention homes and institutions; those under the care of agencies for homeless, dependent, and neglected children; the handicapped; and the sick. Inter-church cooperation as well as cooperation with public and nonsectarian agencies will be necessary in such undertakings.

#### Participation in community planning and community services

The direct services that have been described lead to the general participation of churches in comprehensive community planning and the development of community services for children and young people.

During the last decade there has been great emphasis on neighborhood, community, State, and National review of children's needs, evaluation of services, planning of programs, and action to obtain better provisions for the health, education, and social welfare of children. It has been recognized that official and voluntary agencies, church organizations, and citizen groups must be included in such planning and must cooperate in achieving results.

Since 1942 the National Commission on Children in Wartime and its successor organization, the National Commission on Children and Youth, have given national stimulus to these efforts, in cooperation with the Children's Bureau of the Federal Security Agency, other Federal agencies, and nongovernmental organizations. Leadership has been given also by the National Social Welfare Assembly, Community Chests and Councils, and many individual national

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bodies. Representatives of church groups have participated actively in the work of the National Commission on Children and Youth.

The National Commission initiated the movement for a Midcentury White House Conference on Children and Youth, and recommended a period of preparation for the conference that should include a program of action by States and communities. It urged that this program enlist the widest possible participation of citizen and professional groups, and that in each State and Territory leadership be given by a State-wide representative planning body.

Thirty-two State planning groups for children and youth have been concerned with White House Conference planning in 28 States and the District of Columbia, and it is hoped that all the States will have such leadership by next winter. One of their main objectives will be to stimulate discussion and planning in local communities. Churches should follow these developments closely and find ways of sharing in making 1950 a year of focusing the attention of the entire Nation on children and their needs.

Experience has shown that churches can be of major help in interpreting need, securing public and private funds to finance services, promoting adequate standards of service and the use of qualified personnel, and enlisting volunteers to reinforce and complement work done by paid staff. The program of this conference constitutes recognition by the churches of the importance of these areas of work.

#### Special child-care and child-welfare programs

The churches' concern for children early found expression in the establishment of institutions and child-placing agencies to care for children who were orphaned, abandoned, homeless, or in need of special care and protection for other reasons. Large numbers of children today are cared for by organizations conducted under church auspices. Many of them have pioneered in providing financial aid to mothers to enable them to keep their children with them and in developing foster-family homes and cottage-plan institutions.

It is important that the values provided and the experience gained through such efforts be fully conserved and uti-

lized. At the same time, the churches have for the most part recognized the necessity of relating their programs to changing needs, gearing in with comprehensive community services and stimulating public responsibility as required to insure that all children have access to the services they may require, and that all child-caring organizations be conducted in accordance with acceptable standards.

#### Social action

There are many ways in which churches and church members can directly and indirectly help to formulate and implement national and international policies and programs relating to children and youth. It is important that proposals pending in Congress affecting housing, education, health, social security and social welfare, research, and other aspects of our life, both those relating to the population in general and those specifically directed toward children and young people, be understood, analyzed, and discussed by church people. There is often room for real difference of opinion concerning methods, but none concerning objectives; and all of us should recognize the importance of moving forward vigor-

ously to resolve differences and achieve results. It is of the utmost importance in international affairs to support and extend international cooperation in matters pertaining to the health, education, and welfare of children, as well as in other fields of scientific and cultural endeavor.

Throughout the wide variety of international, National, State, and local effort taking place during the next 2 years in relation to children and youth, there should run a single thread of purpose. We should test all our services for children by our understanding of what is necessary to make it possible for them to grow into the kind of people in whose hands will be safe the values we cherish because of our faith in God and our belief in personal freedom and social responsibility.

Thirty years ago Julia C. Lathrop, first Chief of the Children's Bureau, called child welfare "a test of democracy." We shall be judged by the peoples of other cultures to a large extent by the degree to which we make this American dream a reality. They will be helped to understand us as they sense our sincerity and our courage in advancing toward our goal of equal opportunity for all youth.

Reprints in about 4 weeks.

We need larger and richer programs of leisure-time activities under qualified leadership.



# TWO NEW YORK AGENCIES TRY OUT GROUP HOMES FOR ADOLESCENTS

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**C**HILDREN who need foster care—children who cannot be in their own homes with their own parents—do not all need the same kind of foster care. That has been learned by workers in the field of child welfare in the long process of studying the effect on children of placement away from home.

For some children neither foster care in an institution nor foster care in a family has proved suitable. A type of foster care that is emerging, to give these children a home, is group living in small units outside institutions. These group homes seem to be a good setting for these children—something between family life and institutional living.

In a recent issue of *The Child* a group home in Baltimore was discussed, which, in size, leaned toward the small institution. Here are discussed two more variations of group homes, in New York, these tending to be of family size.

These two projects in group living, noninstitutional and small-scale, came into being for different reasons and illustrate different settings for this way of giving suitable homes to children who cannot be in their own homes yet do not fit into the usual type of foster care. One is the project of the Jewish Child Care Association, the other the project of the Riverdale Children's Association, a Protestant agency. Both are relatively new.

## The idea goes back three decades

In considering these examples we should not think of this form of group living, now more prevalent, to be sure, than in former days, as an entirely new idea in New York. As far back as 1916 the Hebrew Orphan Asylum set up a small group home to give certain of the

older girls in its institution a chance to live away from the institution in a setting that had some of the qualities of a real family home. This pioneer effort, a recognition that institutional living had limitations as a setting for some children, became a nucleus for the planning of group homes that followed.

In the 30 years or so since the establishment of this group home our understanding of children's needs has gradually developed and we have gained a clearer insight into the part played in casework treatment by the choice of a placement setting. That is, we have learned that different children need different kinds of foster care. This knowledge has resulted in improving the organization of our institutions in the direction of making life in them more homelike, in strengthening their programs, and in appraising more realistically the potentialities of foster care in institutions and in family homes. The knowledge has brought about better services for the children who can benefit from these two types of care.

But what of the children who cannot get along in either setting—institution or family home? All workers in the children's field know some of these children well. We know that they have had many unsuccessful family-home placements, climaxed by equally unsatisfactory periods in institutions.

## Necessity produces action

In the experience of the Jewish Child Care Association and the Riverdale Children's Association, the necessity of planning for these children whose needs

Based on a paper read at the seventy-fifth annual meeting of the National Conference of Social Work.

could not be met by the existing types of care gave the impetus to developing a different living setting, the group home.

The first-named agency added this new approach and function to a long-established program. The latter agency developed its project as a new venture, stimulated by the need for making special plans for two groups of children when the agency closed its institution. They were a number of adolescent boys and girls and several younger boys. The plans made suggest two approaches to the placement of certain children and will be considered separately as such.

## A group of nine girls

"Friendly Home" is the name of the group home developed by the Jewish Child Care Association. Being chosen to live there was originally a reward for the exceptionally well-behaved girl in the institution; now it is a chance for adolescent girls to work out their emotional problems that make living in their own homes, in family foster homes, or in an institution intolerable to them. At first the home's method of procedure was a conscious educational process of homemaking, that is, of teaching the household arts. This has changed to a procedure that aims to create a place in which the atmosphere is neutral—suggesting neither side in any conflict a girl might have had before coming there. It is planned as a place in which a disturbed adolescent can live with a sense of security and a feeling of being acceptable to those she lives with while she attempts to understand her mixed feelings about her own family and about her place in society.

The usual age at admission is 15 years or a little older. The placement is regarded as for a short time only, the maximum stay being about 2 years.

The residents of Friendly Home are eligible for all the services of the association unit that maintains the home. All have casework service consistently; and when necessary they have medical service, including psychotherapeutic treatment, and dental service, as well as vocational guidance. These services and the friendly, make-your-own-choice atmosphere of living at the home often help a girl to establish better relations with her own family and frequently to return home. When returning home is

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impossible, this experience in group living may help a girl gradually to accept the idea of some other way of living, such as in a boarding home or a girls' club.

#### The setting

Friendly Home is an ordinary, ten-room apartment, comfortable and big enough to house nine girls. It is close to lines of rapid transportation, a convenience that is important in a city the size of New York, where no group, even a family, can find in one neighborhood the resources to meet its various needs and interests.

By means of subway, elevated line, or bus, the girls in Friendly Home may combine such activities as attending school, working part time, keeping in touch with friends who live at a distance, and enjoying a recreational center that is several miles away. Having this large community to move about in and to choose activities from has been an important factor in the solution of various emotional problems.

Ample living space is afforded to help avoid the friction inherent in too-close living. The young residents and the staff live together as a unit, sharing the use of the apartment fully. The girls regard the apartment as their home, and the agency imposes few restrictions on their use of it.

#### The staff

The home is wholly maintained by the Jewish Child Care Association. It is directed by a house mother—usually called the group-home mother—who has had training in home economics and wide experience in group social work.

In addition to the many duties she performs in carrying out the day-by-day household activities of the home, the group-home mother also conducts a homemaking project with the group. She sees that the girls learn to market and to prepare and serve meals, and she guides their efforts to have a good time socially—both inside and outside the home.

The director has an assistant to whom she assigns responsibility for some of the household duties and who assumes full direction when the group-home mother is off duty. They have supplementary help for the heavy work.

The caseworker acts as liaison be-

tween Friendly Home and the unit of the association that administers the home. She is in close touch with the head of the unit as well as the chairman of the committee of the board of directors that is responsible for Friendly Home. She attends board-staff committee meetings at which policies and procedures for the home are decided on. She shares with the staff member responsible for "intake" this work of deciding which girls shall be accepted as residents of the Friendly Home.

#### The girls' response to the home

Besides doing part of the general housework, the girls are expected to do their personal laundry, make their beds, and tidy their bedrooms. This work they perform with different degrees of competence. The unevenness is due partly to the general characteristics of adolescents and partly to their own emotional instability.

In general, the residents tend to take the home for granted and to be unable to put much interest or sustained effort into its upkeep. The staff makes no issue of this attitude among the girls, which is usually expressed in failure to make their beds, in breaking equipment, or in dodging tasks altogether. The minimum standard of cooperation in these matters that all must face is a performance that makes it possible for the group to tolerate a fellow resident under the conditions of group living.

The residents do not constitute an integrated group, although close companionships between two or more girls do sometimes develop. Most of the girls seem to have little desire or need to cling together or to engage in common activities. This is true even of those who had known one another previously at the institution. An outstanding exception to this marked independence of action is the celebration of birthdays, always a gay occasion, with everyone taking part with apparent enjoyment.

The agency, fully recognizing the girls' individual differences, does not force any group activities. An example of this is the giving up of the Friday Sabbath-even observance when it became evident that the girls had other interests that meant more to them. Formerly this was the one occasion for which all the girls were expected to be at home together at the dinner hour.

Disagreements and quarrels occur, as would be expected. The group-home mother lets the girls settle them themselves, interfering only if there is danger of bodily harm. Undesirable behavior like stealing, staying away from school, and staying out beyond the agency curfew is referred to the caseworker and only she handles these matters.

The staff makes every effort to avoid precipitating a crisis in the home that would require disciplining any of the residents. The form of discipline would be difficult to determine, might create a situation even more serious than the first difficulty was, and might endanger the position of neutrality that it is advantageous for the group mother to maintain.

#### The JCCA evaluates the home

From its experience with Friendly Home, the Jewish Child Care Association thinks that this arrangement provides an unusual opportunity for the girls in the home. So beneficial has the unit proved itself that a boys' group is to be established soon. As with the girls' home, boys will be considered from various backgrounds—boys with whom the agency has been working in their own homes or elsewhere, perhaps in hospital; boys who have been in an institution or in family foster care and need a different setting; and boys who have never before been served by the agency.

The strength of this way of living—in a small group—is felt to come from two sources. Strength lies in the assurance given to the young people by their realization of the similarity between their experience and the experience of others in the group and by the free and easy atmosphere, akin to that of a natural home. Strength lies also, of course, in the skilled, almost imperceptible supervision given in the living process as well as in the casework service.

#### When an institution closed

Let us turn to the experience of the Riverdale Children's Association, on whose staff the writer serves. The experience is different from that of the other agency in a number of ways.

The Riverdale Children's Association organized group homes in 1946 when it

closed the institutional phase of its program, as has been said before. The homes were to provide a suitable form of living for a particular group of children who could not be placed in family foster homes. Many of them were too deeply involved emotionally in their relations with their own parents, either because of their separation from them or some other reason, to be able to accept substitutes for them. Others found the demands of the usual relations between parent and child too painful to be tolerated. Some of the teen-age young people, anxious to attain adult status, found parental authority completely unacceptable. Placement in another institution, even if openings had been available, was not the answer either.

There were points that would help in making a decision. These children seemed to have the capacity to adapt themselves to the demands of community living; many were already attending outside schools and were reaching out for broader experiences than they could have in an institutional setting. Also, many were approaching the age when they must be ready to support themselves and to meet whatever happened to them without the support of the agency. These children had shared a group experience in the institution, finding security and satisfaction in their relations with companions of the same age. Certain of them had expressed the desire to continue to live with particular friends when they left the institution.

#### To use group-home experience

As soon as we of the association staff knew that the institution was to be closed, we began to consider how the experience there, which had so much meaning for certain children, could be utilized in some other setting. We considered establishing a small home patterned after Friendly Home. But the large size of the group and the fact that it included both boys and girls—children of widely different ages—made such a plan administratively and financially impossible. So we decided to attempt to combine some of the aspects of family foster care and group living.

We were not altogether inexperienced in this sort of care, because our family foster homes for temporary care accom-

modate several children at a time, and we have also worked with those foster mothers—rare as they are—who have the ability to substitute for the parents of several unrelated adolescent children.

#### Guiding principles

Knowing of no procedure already worked out and published by another agency and having no exact experience of our own to guide us, we formulated six general principles setting forth the kind of group foster homes the agency wished to try to develop. These principles are:

1. We should seek private homes belonging to and maintained by boarding parents in which the agency would place no more than six children.

2. Determination of the suitability of any particular child to remain in the group he was placed with would be the joint responsibility of the caseworker and the group mother, but the final decision on placement in and removal from a group home would be made by the agency, after considering the recommendations of various members of the staff.

3. No attempt would be made to approximate the age range of an actual family. The group might or might not consist of children of the same age.

4. The foster parents would be paid for their services, the amount of compensation to be about the same as that paid currently to cottage parents in the institutional programs of the community.

5. The regular agency board rate would be paid for each child in the home (that is, payment to the foster parents of the actual cost of the child's share of the family budget).

6. The same amount of money would be allowed for incidental expenses as would be allowed in the case of other children under the care of the agency; medical and psychiatric services would be made available to them.

The agency recognized the practical necessity of supplying the home with such basic furnishings as beds and mattresses, because the average prospective foster parents would not have enough of these for a group home. These basic supplies were arranged for, but the agency took no further responsibility for replacements or supplies beyond the

budgeted allowance in the monthly board rate.

#### The group homes open

By means of our year-round home-finding efforts, and a concentrated, community-wide campaign for foster homes, made jointly by three sectarian groups, we managed to stimulate some applications from prospective foster parents who had a special interest in this kind of service. Five group homes were opened in all; three of them were for adolescent boys (one was temporary and in use only a year), one for adolescent girls, and one for younger boys.

Although we had planned to use homes of married couples, only two of the homes, one for girls and one for boys, worked out this way. The couples who did open their homes to these children had already served the agency as foster parents. The difficulty in getting couples to act as foster parents in group homes seemed to be, in general, the husband's belief that caring for a group of adolescents would leave too little time for the family's own activities.

All the group-home mothers were of middle age, had finished raising their own families, and had expressed a desire to help children. They were intelligent, competent women who could manage a household well and were willing to take on this serious responsibility as a full-time job.

Girls and boys were placed in separate homes, as has been said, and the younger boys in a home by themselves. The other criteria for assignment to a home were the suitability of that home for the child and the child's degree of emotional stability. If his instability resulted in its being hard for him to feel interested in and close to other children and to adults, he needed skillful attention and was placed with that need in view. The selections made on these points resulted in fairly homogeneous groups in each home.

#### The agency's appraisal

At the end of 18 months of experience with placing children in group homes, the Riverdale Children's Association has reached a few conclusions. They are, of course, limited in scope because they result from only a year and a half of experience and because the children



placed, coming from the same setting, had already formed some natural groupings themselves. We can comment only on the children who entered the group homes from the agency's institutions, not on the children who are now being placed in the homes from other backgrounds. That is because our experience with these latter children is too short.

Three conclusions stand out as we look closely at the effect on the children of living in the group homes:

1. From the beginning the relations between the children and between the children and the foster mothers in the group homes meant a great deal to the girls and boys and had some emotional depth. The children derived a sense of security from being part of the group. The group served to protect them from the pressures outside the home and from uncomfortable situations within the home, particularly any differences they might have with the group-home mother.

The children sought approval from their foster mother in individual ways. She in turn felt somewhat driven from within to help them develop their talents and to achieve a degree of success in school, at work, and in social contacts. Because the children had never had to exert themselves in life outside the institution, they found it difficult to respond to her efforts to stimulate them to action. They tended to cling even more closely to the group and to withdraw from her.

This tendency was halted when the caseworker help given each child reduced his anxiety about the efforts he seemed to be expected to make and when the foster mother also responded to help from the caseworker. The foster mother learned then to relinquish her activity for the success of the children, relying on the worker to look out for their well-being as a whole.

2. Like the children in Friendly Home, these children were uninterested in the work of keeping the home in good order and careless about the equipment. This lack of interest and of cooperation could not be handled as impersonally in a group foster home as it was handled in a home maintained by an agency as Friendly Home is. The indifferent attitude of the children toward the home was frustrating to the group mother.

One way to relieve the anxiety of the foster mother about the destructiveness of the children seemed to be to increase certain allowances in the budget, especially the amount for replacement of equipment.

3. The caseworker had to assume a great deal more responsibility toward the children in these homes than she usually does in foster care. She had to act more authoritatively and had to be with the children and the foster parents more frequently than is usual in casework treatment.

In addition to these more obvious services, the intensive casework treatment that is necessary for all disturbed children, wherever they are living, had to be given to these boys and girls.

The caseworker was able to work with the group as a whole on problems that were common to the children but that individual children could not bring themselves to talk with her about. For example, the group discussed together the possible value to them of vocational testing. This discussion arose from the anxiety expressed by some of the group about being able to earn a living when they left school—an anxiety obviously felt by all the children.

#### The homes have helped the children

The specific conclusions just stated are drawn, of course, only from the experience of the Riverdale Children's Association. In general, the staff of the agency has observed thus far that although group foster care in family homes does not provide the children with either the protected setting of an institution or the professional skill of a qualified group-home director, it does have distinct benefits as a living center.

We have seen children who could not fit into the usual foster home using the security of group interdependence to achieve a wider circle of social relations. We have seen these boys and girls, feeling assured of a home, sharing with others in the group the difficulties of adjusting themselves to the people and the experiences they encounter, and freed from the necessity of living up to expectations too high, put down roots in the community while they are solving their individual problems.

We see that some group homes are becoming permanent homes for several of the younger boys not yet in their teens

and for some of the older adolescents who have become self-supporting. This is more than we had dared to hope for. It shows that good group foster homes, like individual foster homes, may continue to be of help to young people after the boys and girls have ceased to need the services of the agency. It means, however, that the agency, having fewer group foster-home vacancies, must find new homes for these short-term placements. But for so good a reason—that some young people have found permanent homes—we welcome the arduous task of searching for group foster parents—so hard to find.

Reprints in about 4 weeks.

## QUOTE-UNQUOTE

"For the sake of children we cannot afford to lower our sights. We need the courage that comes from the conviction that we in our country will find the means for giving our children, directly and through their families, the care they need—the care America needs them to have. How else can they be prepared for the large tasks that lie ahead of them?"

Robert Kinney, in *Bulletin of the Child Welfare League of America*, February 1948.

"There is a happy medium between the rigid methods of ultrascientific baby care, with its lack of human contact and its stern, methodical routine, and the happy-go-lucky, careless, neglectful way of handling infants, the disastrous results of which have been evident in the past. This middle way, which is the sensible and successful one for keeping babies alive and well, has as its first principle the utmost simplicity, both in surroundings and methods.

"A great deal of common sense is needed in handling babies; regularity in feeding, attention to proper methods of hygiene, proper adherence to the rules regarding the right kind of clothing, fresh air, exercise, sleep, and quiet; all are essential, but they must not take the form of rigid routine to be carried out to the exclusion of the baby's human needs. After all, no baby will live unless he has that intimate, human contact which for want of a better name, we call 'mothering'."

S. Josephine Baker, "Healthy Babies," p. vii, Little, Brown & Co., New York, 1920.

# TO RESTORE CRIPPLED CHILDREN

EDWIN F. DAILY, M. D., *Director, Division of Health Services, Children's Bureau*

**F**OR MORE THAN a decade the Children's Bureau has had the privilege and responsibility of administering Federal grants-in-aid under the Social Security Act to the several States for crippled children's services. During this time, the Federal grants have increased from \$3,870,000 to \$7,500,000, and the State and local financing has increased to a far greater extent.

The 53 State and Territorial programs vary somewhat, depending upon limitations in State legislation, financing, and resources of professional personnel and facilities.

Each State agency administering the crippled children's program plans in detail what services will be provided and how and where, and submits this plan with an accompanying budget to the Children's Bureau for review and approval before any Federal grants are made. The plan must show that the program meets the requirements of the Social Security Act and also meets regulations of the Children's Bureau, which are provided for in the act.

The Children's Bureau's small staff of medical, nursing, medical social work, nutrition, physical-therapy, and hospital-administration consultants study and evaluate the various services throughout the Nation and advise with the State authorities administering the programs.

The Children's Bureau grants the Federal funds to the States as equitably as possible and makes special grants where needed for training of personnel or for demonstration projects of regional or national significance.

We work directly with educational

institutions providing graduate training for personnel participating in the care of crippled children, advise them of the types of courses needed, and approve the use by the States of the Federal grants for scholarships or for acquiring additional staff required for teaching the courses. By the use of special grants we have enabled some of the States to develop small, localized, complete programs of care for children with rheumatic fever, or with cerebral palsy, or with hearing handicaps. These programs are serving as guides to other States that are ready to expand their crippled children's programs into these fields.

From our observation and study of these State programs over the years we believe the following principles of administration have resulted in the best type of services for these handicapped children:

**In all the details and complexities of administering a crippled children's program we must always remember that our purpose is to restore the health of the individual crippled child.**



**What agency and staff are needed to administer a crippled children's program?**

The governmental agency responsible for direct administration and operation of other public-health services is, we believe, the best suited for administration of crippled children's programs.

Although services for crippled children must be related to child welfare, education, and vocational rehabilitation, the major fields are those professionally related to health; that is, medical, dental, nursing, medical social, nutrition, and physical therapy, which are all a part of other public-health services.

A crippled children's program should be administered by a competent physician, preferably with graduate training in pediatrics and public health. Orthopedic surgeons, plastic surgeons, pediatricians, nurses, physical therapists, medical social workers, nutritionists, speech therapists, and other professional

Given at the First Inter-American Conference on Rehabilitation of the Crippled and Disabled, held at Mexico City, Mexico.

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staff will be needed in varying numbers for the supervision or provision of services under the program.

#### What should be the legal or administrative definition of a crippled child?

The legal or administrative definition of a crippled child should be very broad, and not restricted to a limited number of handicapping conditions. Lack of personnel, facilities, or resources may force an administrator at times to provide care for only a portion of the children in need of care, but he should always be free to accept for treatment the children most in need of care. The definition of crippled children recommended by the Children's Bureau is as follows: "Crippled children" means those children who are handicapped or suffering from conditions which may lead to being handicapped."

Many of the State crippled children's programs were initially limited to orthopedic conditions, but now, with additional resources, they include children with conditions requiring plastic surgery, with rheumatic heart disease, diabetes, cerebral palsy, hearing and visual deficiencies, and many other handicapping conditions.

#### Who should have responsibility for assuring care of crippled children?

We believe that a governmental agency should have the responsibility of assuring every crippled child all the services necessary to restore him to maximum physical and mental health. This, however, should not be interpreted to mean that only public agencies should be concerned with services for crippled children. But a public authority should know of all the resources available for the care of crippled children; it should, at the National, State, and local levels, take leadership in coordinating such resources, and should assure the provision of whatever services are needed by crippled children.

#### What should a program for crippled children include?

We believe that no crippled children's program should be initiated that does not provide the fullest possible range of services within available personnel and resources.

For example, diagnosis alone, hospital care alone, or just convalescent



A successful Federal-State program for crippled children will assure to every crippled child in the State the greatest possible restoration of his physical and mental health.

care, will not provide a sound basis for an expanding crippled children's program.

Attention to the child's medical condition only, without equal concern for social factors related to the individual's health, will never achieve his maximum restoration to health.

When it is necessary to limit services it is better that such limitation be done according to type of medical condition accepted, or by decreasing the size of the area served.

Every crippled children's program, whether large or small, should fulfill the following five requirements.

Such a program should include provisions for finding crippled children.

It should provide, for such children, diagnostic and treatment services. These services should include medical care and hospitalization. They should also include convalescent-home and foster-home care, appliances, and follow-up after the child returns home. All this is intended to assure crippled children the maximum restoration of physical and mental health.

A program for crippled children should develop and improve standards and techniques relating to the provision of such care and services for crippled children.

Such a program should also provide for training of personnel.

And lastly, it should provide for the



necessary administrative services for carrying out the program for crippled children.

#### **What about advisory committees?**

The most valuable help that a good administrator can have is an advisory committee, composed about equally of representatives of the professional groups concerned with the provision of care under the program, and of citizens (nonprofessional) who can best represent the interests of the public served by the program.

The Children's Bureau has such an advisory committee helping us to form the major policies for developing and administering the crippled children's program. In addition to representatives of all the appropriate professional groups the committee includes individuals speaking for the labor unions, farm groups, parent-teacher organizations, minority groups, women's clubs, veterans, and other groups of citizens.

#### **Who shall be eligible for services under a crippled children's program?**

The sole criterion for determining eligibility for service under a crippled children's program should be: Does this child need the services we can provide? Refusal to provide care because of the place of the parents' legal residence, race, religion, or economic status, has no place in any program whose sole aim is to help the child.

In some States a child cannot be taken care of because the family has not lived in the State for a year. In another State no crippled child can be cared for unless the local judge issues a court commitment. Some people still believe that the color of a child's skin should influence the decision to provide him the care needed. All such restrictions are, we believe, contrary to the inherent rights of individuals.

#### **What should be the quality of care for crippled children?**

Professional staff to supervise or provide services to crippled children must be selected from the best trained and most competent obtainable. Only physicians, dentists, nurses, medical-social workers, physical therapists, and so forth, who are unquestionably competent to provide the services needed, should be employed by the agency ad-

ministering a crippled children's program. The full-time staff of the agency administering the program should, like other public servants, be selected on the basis of merit systems of personnel administration. When competent personnel are not available it is usually best to train the needed personnel before proceeding with the program. Only hospitals and convalescent homes meeting acceptable standards for facilities, personnel, and services should be used in a crippled children's program.

Quality of care also depends upon the full consideration of the individual needs of each child and a continuity of services from the time of diagnosis until the child is restored to maximum physical and mental health.

#### **How should a public agency purchase services (when services are not provided directly by the operating agencies' staff and hospitals)?**

A public agency, when purchasing medical, dental, hospital, and related services for crippled children, should pay the full cost of providing such services and not bargain for rates below cost. Bargain rates inevitably lead to bargain quality. Hospitals or professional personnel from whom a crippled children's agency is purchasing care should agree in writing that they will make no charges and accept no payment from such patients or their families. The payments made by the crippled children's agencies should constitute full payment for the services provided.

#### **Keeping information confidential**

All personal facts and circumstances concerning individual children must be held confidential by the staff administering the program in order to protect the rights of the patient and his family. Exploitation through publicity of the handicapping conditions of an individual is a serious breach in the confidential relationship between a crippled children's program and its children.

The details and the complexities of administration of a crippled children's program can only be known to those who have had the experience. Adherence to basic principles such as those outlined above will, I believe, assure the development of sound programs of service which will be of the greatest benefit to the individual crippled child we are serving through this program.

## **IN THE NEWS**

### **Child Labor Prohibited in Work on Radioactive Substances**

Employment of minors between 16 and 18 years of age in workrooms where radioactive isotopes and other radioactive substances, byproducts in the development of atomic energy, are manufactured, used, or stored, has been prohibited by Secretary of Labor Maurice J. Tobin.

The Secretary's order, which became effective July 9, 1949, amends Hazardous Occupations Order No. 6 issued under the child labor provisions of the Fair Labor Standards Act of 1938. Hazardous Occupations Order No. 6, which went into effect May 1, 1942, established a similar prohibition with respect to radium and self-luminous compounds made radioactive. Since some substances used in modern industry are naturally radioactive to a very slight degree and have no harmful effects, the Secretary, in this amendment, specifically limits the application of the order to those substances which, because of harmful radiation, require precautions in handling. In this connection, the order states that experience has demonstrated that minors between the ages of 16 and 18 years cannot be relied upon to take the necessary precautions.

The Atomic Energy Commission is already enforcing elaborate safety precautions in plants and contracting laboratories under its jurisdiction. The order, therefore, will affect chiefly laboratories which are not directly under the commission's supervision but which are buying isotopes and other radioactive substances from the commission in increasing quantities.

The order applies to any establishment subject to the child-labor provisions of the Fair Labor Standards Act, that is, to any producer, manufacturer, or dealer who ships or delivers goods for shipment in interstate commerce.

### **U. N. Children's Fund Gives Aid in Germany**

The military commanders of the American and French zones of Germany have signed agreements with the United Nations International Children's Emergency Fund (UNICEF) to make effective the extension of a \$1,000,000 program to provide aid for needy children in Germany.

Similar agreements are under discussion between Fund representatives and the commanders of the British and Soviet zones of Germany.

Under the Fund's program, more than \$400,000 worth of cod-liver oil is now being distributed throughout Germany, including Berlin. Part of the current allocation will be used for the procurement of \$250,000 worth of wool for processing by German manufacturers into finished clothing for some 250,000 children. Another \$250,000 will be utilized for the procurement of leather and other materials for the manufacture of shoes for about 200,000 children.

In keeping with the Fund's policy, aid is given on the basis of need without discrimination because of race, creed, nationality, or political belief. UNICEF officials say that supplies shipped to Germany have moved freely into all four occupation zones.

## Children on 20-Hour Day in Alaska Fish Cannery

Employment of children for as long as 19 and 20 hours a day and up to 87½ hours a week in an Alaska salmon cannery is one of the conditions found during the course of inspections for compliance with the child-labor provisions of Federal labor laws reported recently by wage-and-hour inspectors. Two of the children were only 13 years of age when hired.

This inspection disclosed that the cannery had employed eight boys and girls under 16 years of age. The inspectors reported that one of these worked as long as 19 hours a day and up to 87 hours a week during the peak of the canning season. Another worked as long as 19½ hours a day and up to 87½ hours a week. A third worked as long as 20 hours a day and up to 82½ hours a week.

Out of 47 establishments found in violation of the Fair Labor Standards Act or the Walsh-Healey Public Contracts Act, 12 of them, including 8 canneries, were violating child-labor provisions by employing 28 minors.

Eleven of the establishments, employing 20 children, have already agreed to come into full compliance with child-labor laws, according to the Wage and Hour and Public Contracts Divisions, United States Department of Labor, which directed the investigations.

Eighteen of the children were under 16 years of age (five of them only 12 years old), and one was 13. Two of the 12-year-olds were employed in hazardous lumbering operations; the other three were shrimp and crab pickers. A 16-year-old boy was working as a truck driver; another 16-year-old worker was employed in a sawmill.

## University Offers Training for Institution Personnel

Beginning September 26, a special one-semester graduate course to train personnel for institutional care of problem children will be offered by New York University, with a grant from the Lavanburg Corner House. A number of fellowships are available. Inquiries should be addressed to the Graduate Division of Public Service, New York University, New York City.

## To Train Psychiatrists for Child-Guidance Clinics

The American Association of Psychiatric Clinics for Children offers fellowships for training in child-guidance clinic psychiatry. These fellowships are made possible financially by the United States Public Health Service and sometimes by local funds. In addition, a few communities are offering to finance the training of psychiatrists who will engage to work for them for a given period following their training on a contractual basis. The training is for positions in community clinics where psychiatrists, psychologists, social workers, and others collaborate in the treatment of children suffering from emotional illness.

Most of the fellowships are for 2 years; some for 1. The stipend is in the neighborhood of \$3,000 for the first year and about \$3,600 for the second. The awarding of the fellowship for the second year is always dependent upon the quality of the first year's work. Prerequisites are graduation from an approved medical school, a general internship, and 2 years of approved general psychiatry (and personal qualifications essential for such work).

Opportunity is provided for the fellow to develop his own skills in a well-organized out-patient service with the support of a carefully planned training program and adequate supervision. The training centers are selected on the basis of standards which have been established by the American Association of Psychiatric Clinics for Children, and the fellowships are awarded by a committee of this organization.

For further information write to Dr. A. Z. Barhash, Executive Assistant, the American Association of Psychiatric Clinics for Children, 1790 Broadway (Room 916), New York 19, N. Y.

## Child-Labor-Research and Youth-Employment Program Now in Bureau of Labor Standards

Investigation of the working conditions of some 2 million boys and girls who are employed the year round (and of more than a million more who take jobs in the summer), as well as the fostering of better employment opportunities for these youngsters, is now the task of the U. S. Department of Labor's Bureau of Labor Standards.

For a third of a century this child-labor-research and youth-employment program was carried out by the Children's Bureau, while it was in the Department of Labor. With the transfer of the Children's Bureau to the Federal Security Agency in July 1946 the program was placed by the Secretary of Labor in the Bureau of Labor Standards. The present action returns this work to the Bureau of Labor Standards, after a period of 2 years in the Wage and Hour and Public Contracts Divisions, to which it was transferred in 1947 as a result of a Congressional appropriation measure. This brings together again in the Bureau of Labor Standards the broad program of research and development of standards in the child-labor and youth-employment field and the promotion of improved working conditions and employment opportunities for youth.

Responsibility for the enforcement of the child-labor provisions of the Fair Labor Standards Act remains in the Wage and Hour and Public Contracts Divisions.

In the expanded program of the Bureau of Labor Standards are included not only research and promotion but also the continued negotiation and servicing of Federal-State agreements, whereby State employment and age certificates are accepted as proof of age for the purposes of the Fair Labor Standards Act. The purpose of these agreements is to prevent duplication and provide mutual assistance between State and Federal agencies in the administration of child-labor standards. (Nearly all the States have made such agreements with the Department of Labor.)

The Bureau of Labor Standards continues to investigate occupations to find which are hazardous for young workers, and, under the authority of the Fair Labor Standards Act, will continue to draft orders for issuance by the Secretary of Labor, prohibiting employment of boys and girls who are not yet 18 years of age in occupations found to be hazardous for workers under that age.

# Teen-Agers State Their Case

What kind of parents do boys and girls want? Teen-agers in the Seattle (Wash.) public schools have their own ideas about this, and have prepared a statement on the subject, calling it "When Parents Fill These Basic Needs, Delinquency Hasn't a Chance."

These ideas seem to hold suggestions not only for parents, but for many types of workers in the children's field who need to gain and hold the respect and confidence of youngsters. Therefore we are publishing the statement here.

## Love

"Home is where people love each other. We want to be sure our parents will love us no matter what happens. And it's so much better if Mother's there when we get home from school and if Dad gets home on time so we can all have dinner together, tell what we've been doing and play and sing awhile afterwards."

## Understanding

"We want parents we can take our troubles to and be sure they'll understand. Some parents won't listen or let their children explain. They should try to see things a little more from our point of view. The way the world is today is just as hard on us as it is on them."

## Trust

"Our parents could trust us more than they often do. They should tell us what we need to know about dating without being old-fashioned. Then they should put us on our own and expect the best of us so we have something to live up to."

## Joint planning

"We want parents who realize we're growing up and stand beside us, not over us, the kind who are ready to talk things over instead of trying to boss us. We do want the benefit of their guidance in important matters, but we don't want to be nagged about every little thing. What we hate most is being dictated to. After all, this is a democracy!"

## Respect

"We want our parents to respect us and treat us like teen-age people, not

children. It is fine when they say, 'You're old enough to decide for yourselves' and even ask our advice on family problems. Then we really feel like persons. Of course, we want to respect our parents, too, and be really proud of them."

## Privacy

"We want parents who are interested in what we're doing but not 'nosey,' who don't listen in on the phone or look through our letters or personal effects. We need a room to retreat to when things get too thick; a place for our own junk and hobbies, for pounding and painting. A real rumpus room helps."

## Responsibility

"We want to do our share of family tasks and duties, but why can't we talk over who is to do what and why? Then it's more interesting and we can feel home is really ours, too. But we do need free time to get our home work done, and to join in activities that help our country."

## Friendships

"Parents should understand we need both boy friends and girl friends, let us choose them for ourselves, and make them all feel welcome at our house. Of course we want Dad and Mom to know our friends and be in the house when they're there, but not hang around all the time. We want to have some fun just in our own way. Then we feel like staying home more."

## Religion

"It's good to feel our parents have a religion they're sincerely trying to live, right in the family and everywhere else. It is really nice to have grace at meals and for the whole family to go to church. It makes us feel we really belong and gives us something to build on."

**Illustrations:**  
Cover, Esther Bublely for Children's Bureau.  
Page 18, Federal Works Agency.  
Page 19, Soil Conservation Service, U. S. Department of Agriculture.  
Page 21, courtesy of Play Schools Association, New York City.  
Page 26, Frank S. Warren for Territorial Board of Health, Honolulu, Hawaii.  
Page 27, Public Health Service, Federal Security Agency.

## • FOR YOUR BOOKSHELF

**THE CHILD'S FIRST DAYS IN NURSERY SCHOOL**, a pamphlet for nursery staff; **HOW A CHILD FEELS ABOUT ENTERING A NURSERY CENTER** and **WHAT NURSERY SCHOOL IS LIKE**, two pamphlets for parents. New York Committee on Mental Hygiene, of the State Charities Aid Association, 105 East Twenty-second Street, New York 10. Single copies, 15 cents. Quantity discount: On orders \$10 or over, 10 percent; \$50 or over, 20 percent; \$100 or over, 30 percent. 1948.

Once more the New York Committee on Mental Hygiene has tackled a problem that besets parents and has produced a series of readable and helpful pamphlets.

The two booklets for parents are excellent in showing what a nursery school can do for a child and what will happen to the child while he is there. The tips to a parent in *How a Child Feels About Entering a Nursery Center* should relieve the nursery-school teacher of some of the burden that ordinarily falls on her.

The pamphlet written for the nursery staff is well worth reading by pediatricians who are anxious to know what happens to children whom they send to nursery school. It will also give readers some idea of the use of the nursery school as a tool.

All three of the books, however, assume that with only a few exceptions all children belong in nursery school. It does not suggest that parents under normal circumstances can bring up a child quite adequately without the use of the nursery school. It seems to me that this factor should have been considered in the first pamphlet.

Henry H. Work, M. D.

**POSTURE AND NURSING**, by Jessie L. Stevenson, R. N., P. T. Published and distributed by the Joint Orthopedic Nursing Advisory Service of the National Organization for Public Health Nursing and the National League of Nursing Education, 1790 Broadway, New York 19, N. Y. Second edition, revised 1948. 96 pp. 50 cents.

The revised edition of "Posture and Nursing" has given this pamphlet added value to nurses. More illustrations have been added; these are clear and are well-directed toward the prin-



principles and activities presented "in the text.

Emphasis is placed throughout on effective body mechanics in all nursing activities. These activities relate both to the actual care and instructions given patients with various needs and to the nurses' own body mechanics while performing these services.

This pamphlet should prove valuable both to hospital and public-health nurses. It should improve their own skill, and help them in instructing others.

Florence L. Phenix, R. N.

**SOCIAL WORK YEAR BOOK 1949**; a description of organized activities in social work and in related fields. Edited by Margaret B. Hodges. Russell Sage Foundation, New York, 1949. 714 pp. \$4.50.

The tenth issue of the Social Work Year Book, announced as the last of the series published by the Russell Sage Foundation every other year for 20 years—except in 1931—maintains in 1949 the high level of usefulness set by the first edition, in 1929.

The 1949 Year Book in general follows the pattern of the previous nine volumes but of course has some changes.

Two of the three new topical articles concern the field of work with children. One of these, *Homemaker Service*, is directly related to the well-being of children, and *State-wide Organization of Social Work* not only describes the social and health services for children that are organized on a State basis but answers some of the questions now being frequently asked—such as which States have official commissions for children and youth, and which have voluntary State-wide organizations to consider problems in the child-welfare field.

Eleven articles have new titles in the current edition, and nine of these are on or contain material regarding work for children and youth. They are: *Boys' and Girls' Work* (dealing with leisure-time services provided for elementary and high-school-age boys and girls in groups); *Community Organization for Social Welfare*; *The Crippled*; *International Governmental Social Work*; *International Voluntary Social Work*; *Parent Education*; *Public Relations in Social Work*; *School Health Services*; and *School Social Services*. One of the three topics discussed in early issues and restored in 1949 under different titles is *Protective Services for Children* (present title).

A section on international agencies has been added to the *Directories of Agencies*. It lists 21 international agencies, public and private, that operate in the broad field of health and welfare, many serving children.

The many users of this concise encyclopedia describing organized activities in social work and fields related to it (including public-health work) must be relieved to learn from recent announcements that the *Social Work Year Book* is to be continued. In the future it will be issued by the American Association of Social Workers.

**THE CREATIVE NURSERY CENTER**; a unified service to children and parents, by Winifred Y. Allen and Doris Campbell. Family Service Association of America, 122 East Twenty-second Street, New York 10, N. Y., 1948. 171 pp. \$2.75.

This comprehensive book discusses the basic philosophy of group programs for young children and emphasizes the fact that such programs have both an educational role and a family focus. The practices described have been developed primarily in day-care programs under social-welfare auspices. The authors believe, however, that many of these practices, and much of the philosophy, are applicable to all nursery centers.

The chapter on development of the child through group experience points out that at every moment of the day children are growing in every area of their development, as whole human beings. The right kind of group program helps them to experience the satisfactions of independence, of taking responsibility, of experimenting with materials and people, and of creative expression. It helps them also to establish warm and affectionate relationships with adults and other children.

In discussing the nursery staff as a team, the authors state that the various staff members should be at similar levels of professional competence. And they emphasize that when a staff includes several professional skills the director must be sympathetic to all. Case-work service, they say, should not be limited to "intake," since it has an equally valuable contribution to make to the continuing program.

The book closes with a chapter on adequate financial support. It recognizes that this support will come only when sufficient numbers of people are convinced of the worth of these group programs.

"The Creative Nursery Center" is a valuable contribution to the literature in the nursery-school field. It should be useful both to staff of nursery centers and to members of the board; also to the many citizen groups actively working toward increased facilities for the group care of young children.

I. Evelyn Smith

A limited quantity of each of the following reprints from *The Child* is available from the Children's Bureau:

*Teamwork in Texas*, by Katherine Glover. May 1949.

*The Right Start*; early foundations for job satisfaction, by Gertrude Folks Zimand. May 1949.

*There Is Always More To Learn About Children*, by Otto A. Faust, M. D. May 1949.

*Ten Years' Progress in State Protection of Child Workers*, by Lucy Manning. April 1949.

*For the World's Children*, by Ruth Crawford. April 1949.

*To Combat Cerebral Palsy*, by Donald J. Bourg, M. D. April 1949.

*Child Care and World Peace*, by Weston La Barre. April 1949.

*Memphis Attacks Its Rheumatic-Fever Problem*, by James G. Hughes, M. D. March 1949.

*Baltimore's Temporary Group Home Helps Troubled Children*, by Dorothy C. Melby. March 1949.

*Workshops of Wonder*, by Katherine Glover. February 1949.

*Finland Builds Health Houses*, by Paavo Kuusisto, M. D. January 1949.

*Doctor Should Be Mother's Guide, Philosopher, and Friend*, by Marjorie F. Murray, M. D. February 1949.

*So That Children May Enjoy Better Meals*, by Felisa J. Bracken and Jane Hartman. February 1949.

*Fluoride Technique Demonstrated in Radio Program*. January 1949.

*Toll of Rheumatic Fever*. December 1948.

*What Are the Trends in Child-Guidance Clinics*, by J. Franklin Robinson, M. D. December 1948.

*Attitudes Toward Minority Groups*, by Annie Lee Davis. December 1948.

## • CALENDAR

**Sept. 6-10**—American Psychological Association. Annual meeting. Denver, Colo.

**Sept. 12-16**—Thirty-first National Recreation Congress. New Orleans, La.

**Sept. 26-29**—American Hospital Association. Cleveland, Ohio.

**Sept. 26-30**—National Conference of Juvenile Agencies. Forty-sixth annual meeting. Milwaukee, Wis.

**Oct. 10-14**—American Dietetic Association. Annual meeting. Denver, Colo.

**Oct. 17-20**—National League to Promote School Attendance. Thirty-fifth annual convention. New York, N. Y.